

# Fostering Reading Habits: The Impact of the Reading Corner Program in Elementary Schools

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## ARTICLE INFO

### Article history:

Received August 02, 2024

Accepted October 20, 2024

Available online October 25, 2024

### Kata Kunci:

Budaya Membaca, Pojok Baca, Literasi, Pendidikan Dasar

### Keywords:

Reading Culture, Reading Corner, Literacy, Basic Education



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## ABSTRAK

Minat baca siswa masih menjadi tantangan utama dalam dunia pendidikan, terutama di sekolah dasar. Penelitian ini bertujuan untuk mengevaluasi peran mahasiswa dalam program Kampus Mengajar untuk menumbuhkan minat baca siswa melalui pengembangan program Pojok Baca. Pendekatan kualitatif digunakan dengan metode observasi, wawancara mendalam, diskusi kelompok, dan analisis dokumen untuk memperoleh data yang komprehensif. Hasil penelitian menunjukkan bahwa program Pojok Baca berdampak signifikan terhadap peningkatan minat baca siswa. Sebelum program diterapkan, hanya 20% siswa yang terlibat aktif dalam membaca, tetapi angka ini meningkat drastis menjadi 98% setelah program dijalankan. Keberhasilan program ini didukung oleh penyediaan buku yang relevan dengan minat siswa, aktivitas membaca interaktif, dan integrasi literasi ke dalam proses pembelajaran. Meskipun terdapat hambatan berupa keterbatasan fasilitas di sekolah, program ini mampu menciptakan lingkungan belajar yang menarik serta mendorong partisipasi siswa secara aktif. Simpulan dari penelitian ini adalah bahwa program Pojok Baca efektif dalam meningkatkan budaya membaca siswa sekaligus memaksimalkan peran mahasiswa dalam pengembangan literasi. Temuan ini menegaskan pentingnya program serupa untuk memperkuat literasi siswa sebagai bagian dari strategi peningkatan kualitas pendidikan secara berkelanjutan.

## ABSTRACT

Reading interest among students remains a significant challenge in education, particularly at the elementary level. This study aims to evaluate the role of university students participating in the Teaching Campus Program in fostering students' reading interest through the development of the Reading Corner initiative. A qualitative approach was employed, utilizing methods such as observation, in-depth interviews, focus group discussions, and document analysis to gather comprehensive data. The findings revealed that the Reading Corner Program had a substantial impact on increasing students' reading interest. Prior to the program's implementation, only 20% of students actively engaged in reading activities, but this figure surged to 98% after the program was introduced. The program's success was attributed to the provision of books aligned with students' interests, interactive reading activities, and the integration of literacy practices into the learning process. Despite challenges such as limited school facilities, the program successfully created an engaging learning environment that actively encouraged student participation. The study concludes that the Reading Corner Program effectively promotes a reading culture among students while maximizing the role of university students in literacy development. These findings underscore the importance of similar initiatives to strengthen student literacy as part of a sustainable strategy for improving educational quality.

## 1. INTRODUCTION

The Teaching Campus Program is a very positive and relevant initiative to the current condition of education in Indonesia, which was introduced by the Ministry of Education, Culture and Research (Kemendikbud Ristek) in Indonesia, which is a step forward in efforts to improve the quality of education in Indonesia (Hermanto et al., 2024; Hidayat et al., 2024). This program has great potential to have a positive impact on students, teachers, students and society at large. The Teaching Campus Program, which

was initiated by the Ministry of Education and Culture, has the main aim of improving the quality of learning by providing a more interesting and interactive learning experience. With the spirit of 'Freedom to Learn', this initiative invites students to get out of their comfort zone of lectures and plunge directly into the world of education (Meithia & Didiek, 2023; Riadhil et al., 2022). The aim is to provide students with a learning experience that is richer and relevant to society's educational needs. Education is a lifelong learning process that aims to develop human potential as a whole, both intellectually, emotionally, socially and spiritually. Education is not only limited to the classroom, but also occurs in the family, community and natural surroundings (Ankit & Upadhyay, 2022; Viktor et al., 2021). Education in Indonesia has a strong legal foundation, namely the 1945 Constitution, Article 31 paragraph (1) of the 1945 Constitution which expressly states that every citizen has the right to education, which should encourage the state to not only provide quality and equitable education, but also foster interest in reading from an early age so that each individual can develop their potential optimally (Frainskoy & Naibaho, 2023). By cultivating an interest in reading, we are not only creating an intelligent generation, but also a generation that has the ability to think critically and analytically, and is able to face the challenges of the times (Muborak et al., 2023).

Interest is a process in which a person shows attention and involvement in an activity or object that causes a feeling of pleasure. This process is reflected through efforts to approach, explore and understand the object, so that individuals feel attracted and emotionally connected (Noor & Iffah, 2024; William et al., 2020). Interest is also closely related to motivation, which acts as a drive to fulfill certain needs. In the educational context, teachers act as facilitators who provide stimulation so that students have a high desire and interest in learning material (Herpratiwi & Ahmad, 2022; Steffen et al., 2024). Interest is the tendency to like an activity voluntarily, without any coercion or pressure from outside parties (Oleksandr, 2023). This reflects the individual's self-acceptance and his relationship with the environment. Subject matter that is able to attract students' interest will be easier to understand because interest increases motivation to learn it. The main purpose of reading is to obtain information and understand the content and meaning of reading, which is closely related to the individual's goals and intensity in reading (Anggun et al., 2024; Thavy et al., 2024).

Interest in reading refers to deep attention and a sense of enjoyment towards reading activities, this encourages individuals to carry out reading activities voluntarily or at the encouragement of external factors (Asep et al., 2023; Teresa et al., 2024). Reading interest also reflects an individual's sense of enjoyment in reading, driven by the belief that this activity can provide meaningful benefits. According to Law Number 43 of 2007 concerning Libraries, libraries serve as facilities for education, research, cultural preservation, information provision, and recreational spaces to support the enhancement of intelligence and the empowerment of society (Elnovani et al., 2023; Moh et al., 2022). Libraries have unique characteristics and meet certain requirements, such as the existence of a room or building, a collection of library materials or information sources, library staff tasked with serving users, a community of library users, supporting facilities and infrastructure, as well as a system that regulates implementation procedures so that library activities can run smoothly, regular and effective (Anggi et al., 2023).

According to the results of CCSU (Center of Connection State University) research in 2016, Indonesia ranked very low in terms of literacy, indicating a serious problem in reading ability in society (Hendri, 2022; Novita & Diki, 2022). This situation is exacerbated by various factors, including inadequate educational resources, lack of student motivation, and ineffective teaching methods. Current literacy status Indonesian students' reading ability is very low, ranking 41<sup>st</sup> out of 45 countries in the Progress in International Reading Literacy Study, then PISA results show that Indonesia ranks 74th out of 79 countries in reading literacy (Mohammad et al., 2022). Based on findings from CCSU, PIRLS, and PISA studies, Indonesian students' reading literacy skills are relatively low compared to other countries. This data indicates that many students, especially at the elementary school level, still experience difficulties in mastering basic skills such as reading (Muhammad et al., 2024). Previous research shows that low literacy in elementary schools is a complex and multifactorial problem. Several studies have identified that the main factor affecting low literacy is the lack of access to reading materials that are appropriate for children's age and interests. For example, research by (Mugami & Mideva, 2023) found that in many elementary schools, especially in remote areas, libraries are poorly managed, available book collections are very limited, and rarely updated. This causes students not to have enough stimulation to develop reading habits. In addition, other factors such as lack of support from family and an environment with minimal reading culture also exacerbate this condition.

In addition to access constraints, other research highlights the importance of effective teaching methods to improve literacy. A study conducted by (Vassiliki & Zygouris-Coe, 2024) revealed that teachers often using conventional methods that do not attract students' attention, so that students feel bored and unmotivated to read. Previous research has shown that primary school students' interest in

reading in remote areas tends to be low due to limited access to quality reading materials and a lack of environmental support that supports literacy culture. Studies conducted by several researchers previously revealed that the reading corner program can be one of the solutions to increase students' interest in reading, especially if it is supported by the active involvement of educators or students as literacy facilitators. One of the activities is reading non-learning books for 15 minutes. An effective way to increase students' interest in reading is to create an interesting and high-quality reading corner (Arisman & Desi, 2023).

The reading corner is a special area designed to encourage interest in reading and provide easy access to various types of reading, the reading corner is a comfortable and friendly space that supports children's emotional and cognitive development, encouraging them to explore and enjoy reading through various stories and shared experience (Lia & Muhammad, 2023; Marlinda & Morissan, 2023). The low interest in reading among elementary school students in Indonesia is a serious concern. Literacy is the key to success in various aspects of life, but data shows that students' interest in reading is still low. One of the contributing factors is the lack of adequate facilities in schools, less attractive learning methods, and lack of support from the surrounding environment (Riki et al., 2024). The Teaching Campus Program is here as an effort to overcome this problem by involving students to provide direct assistance to students. This research aims to examine the extent to which the Teaching Campus program can increase students' interest in reading through the development of a reading corner at SDN Kubuhitu.

The low interest in reading of students, which can be seen from their lack of participation in reading activities, is a reality that requires in-depth analysis to understand the reasons (Cadenas. & P, 2024). By identifying the root of the problem, the right steps can be formulated as a solution. One of the main obstacles is the lack of interest in reading students. Many of them think that reading is a boring activity because it takes a long time and has a high level of concentration (Effie et al., 2024; Jazmín, Aviña, López et al., 2024). They tend to feel that following the teacher's explanation in class is enough, even though reading directly allows them to gain a deeper and more detailed understanding of a topic. In addition, there is still a view that reading activities are something static and less interesting. This kind of perception is quite common in society, so innovative efforts are needed to change this perspective. However, the efforts made so far are often less effective in increasing students' reading enthusiasm. Another factor that plays a role in the low interest in reading is students' reading skills that are still not optimal, coupled with the presence of various forms of entertainment that attract their attention more than reading activities (Bellina et al., 2023; Nurmaulia et al., 2024).

Although previous research has identified various factors that contribute to low literacy in primary schools, there are several gaps that need to be further investigated. As most studies focus more on the constraints of access to reading materials and teachers' teaching methods, it has not explored in depth the involvement of external parties, such as students, in supporting literacy improvement in primary schools. Student involvement as literacy agents has the potential to have a significant impact, but its role has not been widely discussed in the context of increasing literacy, especially in remote areas. Therefore, this study seeks to fill this gap by evaluating the role of Campus 5 students in supporting the reading corner program at SD Negeri Kubuhitu as a strategy to grow students' interest in reading in a sustainable manner. This research offers novelty by directly involving Campus 5 students as teachers and facilitators in the reading corner program. This approach not only increases students' interest in reading, but also to empower students in carrying out their social roles in society. Focusing on the involvement of students as literacy agents in elementary schools is an innovation that has not been widely raised in previous research, especially in the context of rural areas such as SD Negeri Kubuhitu.

This study aims to analyze the role of Campus 5 students in the reading corner program as an effort to foster students' interest in reading at SD Negeri Kubuhitu. In addition, this study also aims to evaluate the effectiveness of the approach and provide strategic recommendations for the development of similar literacy programs in the future. Through involvement in this program, students have the opportunity to play the role of teachers, students follow the integration and focus of education and also participate in this reading corner, students can directly encourage students' interest in reading, help them access various reading resources, and develop creative literacy activities. In addition, students can also help teachers in integrating reading activities into the learning of other subjects. Through the activities carried out in the reading corner, it is hoped that a young generation can be created who are intelligent, critical and have a high reading culture.

## 2. METHOD

This research uses a qualitative approach, namely, adopting a method that focuses on in-depth understanding through descriptive data. Qualitative methods are an in-depth research approach to

understanding human meaning and experience. This method focuses on a deep understanding of social phenomena, culture and human behavior (Edward & K., 2023; M.P., 2023). This study aims to explore in depth how student involvement in the Teaching Campus program impacts students' reading and writing abilities as well as the general quality of education in the schools targeted by the program. By researching directly in the field, this research allows us to thoroughly understand the complexity of interactions between students, pupils and the school environment. The impact of the Teaching Campus program on students' reading and writing abilities, as well as the overall quality of education, can be understood through various dimensions of student engagement and environmental influences.

To understand further how Teaching Campus students encourage children to enjoy reading through the reading corner at SDN Kubuhitu in increasing children's interest in reading. With the aim of gaining a comprehensive understanding of the role of Teaching Campus students in cultivating children's interest in reading through non-learning books. This research was conducted at SDN Kubuhitu which is located in Kubuhitu Village, West Sungkai District, North Lampung Regency. The research lasted for 4 months, namely February 20 to June 12 2023. This research used direct observation techniques, in-depth interviews, group discussions, and document analysis. This research sought to understand in depth the interactions and changes that occurred among students regarding their interest in reading during Campus Teaching program. Through an interactive data analysis approach, this research aims to provide a comprehensive picture of the impact of the program on students' reading interest at SDN Kubuhitu, as well as identifying the factors that contributed to this change.

### 3. RESULT AND DISCUSSION

#### Result

Teaching Campus students played a role in noting several things that needed improvement and discovered a number of problems at SDN Kubuhitu, such as the condition of the non-existent library, neglected office space and poor classrooms as well as limited learning media. However, they remain enthusiastic about increasing student literacy through various innovative programs. The students' goal is to create a good and interesting learning environment by creating programs that suit students' needs, so that it is hoped that they can increase students' interest in reading through various literacy activities such as reading corners, reading 15 minutes before KBM. Based on observation data, the school is equipped with 5 school rooms, 1 principal and teacher room, 1 class 1, 2, and 3 room, 1 class 4 room, 1 class 5 room, and 1 class 6 room. The number of students recorded in the school has 46 students, consisting of grades 1 to 6. Kubuhitu Elementary School is one of the state elementary schools that requires facilities and infrastructure to support effective learning, because it is still in the category of underdeveloped schools with a lack of study rooms and facilities such as libraries and toilets. and inadequate benches. There is electricity and the road to school is not suitable, causing students to be reluctant to go to school if it rains. Implementation of a reading corner for books that are not in use, which is only implemented in grades 4, 5 and 6, due to the lack of infrastructure in lower grade classrooms. In an effort to increase interest in reading, SDN Kubuhitu has implemented a program consisting of three stages, namely habituation, development and integration of reading in the learning process.

Therefore, one of the steps in efforts to foster a culture of literacy or interest in reading at SDN Kubuhitu is through literacy mentoring activities and Reading Corners. This activity is used as a means to optimize the use of the reading corner. To support literacy development, a schedule of visits to the reading corner is made. The reading and writing guidance program are carried out once a week for 45 minutes. Before carrying out this activity, Teaching Campus students carried out the initial stages of creating a reading corner. The role of students in the Teaching Campus Program as an effort to foster interest in reading at Kubuhitu Elementary School students through the stages of creating a reading corner is as follows.

In the initial stage of the process of creating a reading corner, teaching campus students prepare plans and select books that will be used as material for the reading corner. The planning stage includes discussions with the school principal and tutors, analyzing student needs for the reading corner program, and preparing a plan for the reading corner program. After that, students select books to be used as reading material from the reading corner which will be created by students from the Independent Campus program.



**Figure 1.** Book Selection and Book Arrangement

In [Figure 1](#), it can be seen that campus teaching program students make plans and select books at Kubuhitu Elementary School. Book selection is an important process that involves determining relevant and quality material to meet readers' needs. After selection, the preparation of the book is carried out by systematically organizing the content so that it is easy to understand and access. Both contribute to a better reading experience and increase the reader's understanding of the topics discussed, we select books suitable for the reading corner which must be appropriate to the age and interests of the target reader, choosing a variety of genres and themes so that readers have many choices and can find something that is interesting to them. Finally, the quality of the book, both in terms of content and design, must also be considered so that it can provide a pleasant and useful reading experience.

The second stage was the implementation of the reading corner program at Kupitu State Elementary School. Students created and implemented the reading corner program in grades 4, 5 and 6. The reading corner is a space specifically designed to attract readers' attention, by providing easy access to various types of books according to their interests and needs. In this reading corner program, students can create a comfortable and interesting environment for students at Kubuhitu State Elementary School, such as book discussions, story reading, or reading competitions. With the right approach, it is hoped that the reading corner can become an effective source of inspiration to increase interest in reading in the community. The following is [Figure 2](#) which is documentation of the creation of a reading corner in the high class of Kuhitu State Elementary School.



**Figure 2.** Implementation of a Reading Corner

Implementing a reading corner as part of efforts to foster interest in reading is considered important to foster a love of reading and broaden students' horizons. It is hoped that this effort will not only play a role in increasing literacy through providing various reading materials. Additionally, this area can also serve as a comfortable environment for independent study or discussion in groups, all of which contribute to the development of students' critical and analytical thinking skills and deepen their understanding of the subject matter. In this research, the author provides the duration of borrowing books. Usually the duration of borrowing books can be borrowed for 3 to 5 days, and can be extended if no other users order the book. Longer loans allow borrowers to learn more about the material, every day students visit the reading corner, this activity helps enrich knowledge consistently and regular visits can improve reading abilities. Apart from that, every day students must read before starting learning, which is an effective method for preparing themselves. Reading relevant material before class or learning sessions allows students to be better prepared for the topics that will be covered. This also helps improve understanding and maximize time when interacting with teachers or instructors.

The final stage in implementing the reading corner at Kuhitu State Elementary School is evaluation. The reading corner program initiated by Teaching Campus Students at Kubuhitu Elementary School has proven to provide positive results in making students love reading. With interesting and fun activities and books that are suitable for reading, a reading corner can create a pleasant learning environment. Because students are involved in creating and utilizing reading corners, which is the main key in fostering enthusiasm for learning. This research proves that student visits have increased, student reading comprehension has improved, and a reading culture has grown. Students conduct surveys and actively monitor the use of reading corners. Before the program started, only 20 students read for 5 minutes. After the program was implemented, the number increased significantly to 45 students with 15 minutes of reading time. Apart from that, students also provide study guidance to develop students' literacy and numeracy skills. With school support, it is hoped that students will be more diligent in using the reading corner as a place to study.

One of the steps in efforts to foster a culture of literacy or interest in reading at SDN Kubuhitu is through literacy and numeracy guidance activities. This activity is used as a means to maximize interest in reading and writing. The school has arranged a schedule of regular visits to the reading corner. Apart from that, reading and writing tutoring programs are held every Monday and Tuesday, while numeracy tutoring is held every Thursday, all after the first break at 09.30.



**Figure 3.** Implementation of Reading and Writing Guidance at the Kuhitu State Elementary School

Figure 3 shows the implementation of reading and writing activities in the Reading Corner as part of a literacy program which aims to foster students' interest in reading. Each activity is designed with innovative methods to attract students' interest in various reading materials. Students have the freedom to choose reading material from the hanging shelves available in the literacy corner. They read the book of their choice with the help of the campus teaching team. If there is a part that is difficult to understand, they can ask for an explanation. The presence of a reading corner provides an opportunity for students to refresh their minds after study sessions in class, as well as broaden their horizons through books of interest. In the reading corner you can also create a fun and interesting learning atmosphere by using

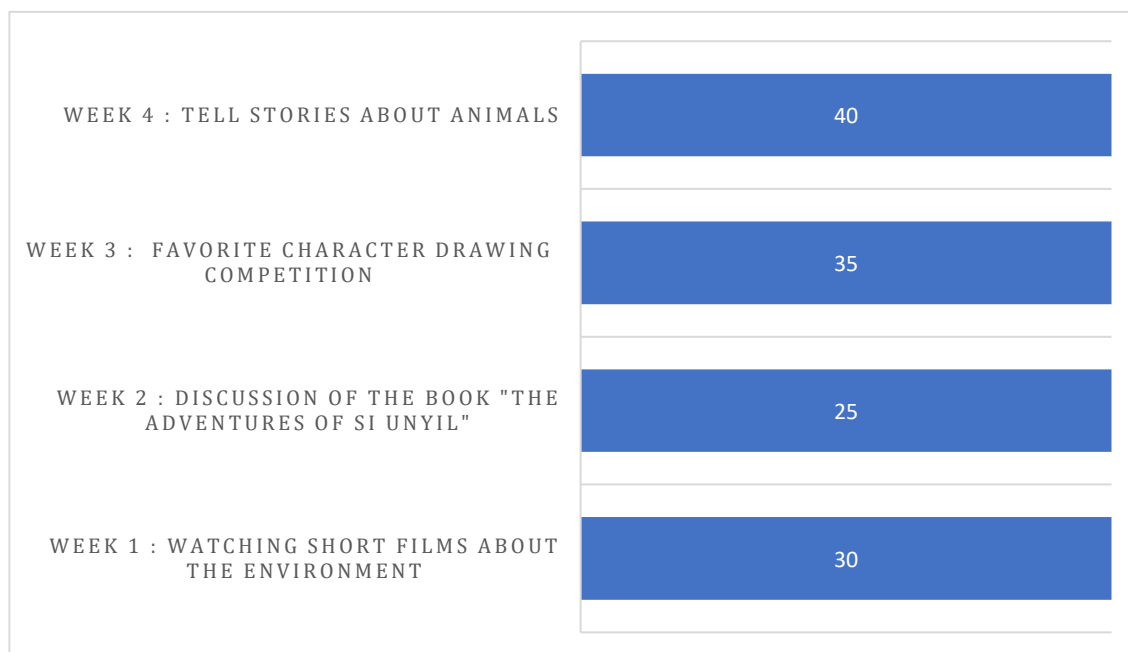
multiplication origami paper as a learning medium. They can also memorize multiplication, subtraction and addition material through the question-and-answer method and listening via a video projector with the campus teaching team. In the picture below, the activities of counting, calculating and watching a video projector are shown.



**Figure 4. Implementation of Numeracy and Numeracy Guidance**

Figure 4 shows the implementation of reading and writing activities in the Reading Corner as part of a literacy program which aims to foster students' interest in reading. Each activity is designed with innovative methods to attract students' interest in various reading materials. Students have the freedom to choose reading material from the hanging shelves available in the literacy corner. They read the book of their choice with the help of the campus teaching team. If there is a part that is difficult to understand, they can ask for an explanation. The presence of a reading corner provides an opportunity for students to refresh their minds after study sessions in class, as well as broaden their horizons through books of interest. In the reading corner you can also create a fun and interesting learning atmosphere by using multiplication origami paper as a learning medium. They can also memorize multiplication, subtraction and addition material through the question and answer method and listening via a video projector with the campus teaching team. In the picture below, the activities of counting, calculating and watching a video projector are shown.

In the first week, the activity in the Reading Corner was storytelling about animals which involved 40 students. The books that are most in demand are books about animals which have succeeded in increasing students' vocabulary regarding this topic. However, there are some students who have difficulty focusing while doing activities, so the solution given is to provide pictures or videos of animals to attract their attention. The second week was filled with a favorite character drawing competition which was attended by 35 students. Superhero comics are the main choice, and this activity can improve students' drawing skills. However, the limited coloring tools were an obstacle which was overcome by borrowing tools from the school office. In the third week, there was a discussion of the book "Adventure of Si Unyil" involving 25 students. Children's story books are students' first choice which helps improve discussion skills. Obstacles in the form of difficulty understanding words are difficult to overcome by providing a mini dictionary. Last week, 30 students participated in watching a short film about the community environment. Books about the environment were a favorite choice and this activity succeeded in increasing students' awareness of the environment. The challenge of limited space is overcome by moving activities outside the classroom if the weather is sunny, the data is presented in Figure 5.



**Figure 5.** Student Participation in Reading Corner Activities

Figure 5 the role of students in developing interest in reading at Kubuhitu State Elementary School, the results we achieved were very satisfying. We saw the enthusiasm of students in interacting with the various book collections available. By reading and exploring various types of literature, their ability to understand new concepts and important information increases significantly. Not only that, their love for reading activities is also growing rapidly, which is marked by an increase in visits to the reading corner and the time they spend reading. We witnessed their happiness when they discovered new knowledge through books, and their curiosity continued to grow every day. Seeing this increasing enthusiasm for learning and interest in reading, we are increasingly convinced that the role of students in cultivating interest in reading is very important in building a reading corner at Kubuhitu State Elementary School. This experience emphasizes how important the role of students is in supporting literacy programs as a means of cultivating reading habits and broadening the horizons of the younger generation.

The efforts to foster interest in reading that we implemented at SDN Kubuhitu in the implementation of the Teaching Campus program at SDN Kubuhitu from February to June 2023 showed a significant impact in efforts to increase students' interest in reading and provide motivation to teachers and schools. By focusing on observation and mentoring, students found that the learning process still used the lecture method which made students bored quickly, and the K13 curriculum was not yet optimized for student interaction and participation. One of the obstacles encountered by students is the lack of facilities, including libraries, inadequate classrooms, and neglected office space. Reading books that children like are also stored without being used. However, with high enthusiasm, students are trying to grow student literacy through innovative programs, such as reading corners. The literacy program at SDN Kubuhitu has shown positive results. Student visits to the reading corner have increased, with interest in reading continuing to grow. This activity provides a fun reading experience while broadening students' horizons. Students also play a role in providing assistance in literacy and numeracy sessions, helping students understand the material through interactive media such as posters and projectors. Results: Through the active role of students, students' interest in reading at SDN Kubuhitu increased, as evidenced by students' enthusiasm in using the reading corner. The reading corner also succeeded in providing a comfortable environment for studying and reading. Apart from improving literacy skills, this program has succeeded in creating consistent reading habits among students. The use of Reading Corners in Fostering Students' Interest in Reading at SDN Kubuhitu has several positive impacts on students, such as instilling the habit of reading books and increasing their interest in reading. This is important considering that currently Indonesia is a country with low interest in reading. The positive impact can be seen from students frequently visiting the reading corner and feeling happy when reading and students' talents are developing. This is supported by the principal's statement which states that many students' talents are discovered through developing a reading culture at school. The results of the analysis using the Classroom Reading Corner as an Alternative to Increase Students' Reading Interest, the factor that hinders the use of



the reading corner as part of a literacy culture is the minimal participation of parents and the local community in supporting the literacy program. Apart from that, government support in providing facilities and infrastructure, such as reading books, is also still lacking.

## Discussion

Based on the results of data collection regarding efforts to foster reading interest through reading corners at SDN Kubuhitu, observations were made on 46 students. Before the reading corner existed, only about 20% of students read books outside of school hours, while most admitted to reading fiction books rarely or never. This low interest in reading is caused by the lack of library facilities in schools. Interviews with students revealed that many of them had difficulty finding books that matched their interests. Limited access to reading materials is one of the main factors in low interest in reading. In addition, the books available at school are often considered less interesting and not in accordance with student preferences, so about 80% of students rarely read outside of class hours.

The initial survey revealed various challenges in an effort to increase reading interest among students. Although the data show initial interest in the book, this interest has not been fully facilitated and requires more intensive program support. The role of Teaching Campus students in the form of observation and mentoring has been carried out from February to June 2023. The implementation of this Teaching Campus aims to increase students' interest in reading and provide motivation to teachers and schools at SDN Kubuhitu, West Sungkai District, North Lampung Regency. The results of the observation of the learning of Kubuhitu Elementary School students are still using the K13 curriculum and then, by using the lecture method, which makes children quickly bored and lazy to study, it is proven that there are still students who cannot read in the fifth grade. Students must be more invited and invited to give feedback or interaction to each other in teaching and learning activities that are in accordance with the curriculum used. During observation activities, there were no activities that supported students' literacy skills carried out by the school, in fact, there were still many storybooks that children liked were kept in the closet and not used (Lack of use of existing media to improve students' literacy skills or quality).

The efforts to foster reading interest that we carried out at SDN Kubuhitu in the implementation of the Teaching Campus program at SDN Kubuhitu from February to June 2023 showed a significant impact in efforts to increase students' interest in reading and provide motivation to teachers and schools. This is in line with research (Matronillo et al., 2024; Yulia et al., 2024) found that the Teaching Campus Program implemented has a significant positive impact in increasing students' interest in reading and motivating teachers and schools to further support the development of literacy culture. While the research (Acep & Fitri, 2023; Nely et al., 2022) found that through the teaching campus program, students become motivated to have an interest in reading. In addition, in the reading corner you can also create a fun and interesting learning atmosphere by using multiplication origami paper as a learning medium. This is in line with research (Agustina et al., 2023) which found that in the reading corner, a fun and interesting learning atmosphere can be created by utilizing various creative learning media, one of which is multiplication origami paper.

The literacy program at SDN Kubuhitu has shown positive results. Student visits to the reading corner have increased, with reading interest continuing to increase. This activity provides a fun reading experience while broadening students' horizons. Students also play a role in providing assistance in literacy and numeracy sessions, helping students understand the material through interactive media such as posters and projectors. Results: Through the active role of students, students' interest in reading at SDN Kubuhitu increased, as evidenced by the students' enthusiasm in using the reading corner. The reading corner also succeeded in providing a comfortable environment for learning and reading. In addition to improving literacy skills, this program has succeeded in creating consistent reading habits among students.

The Use of Reading Corners in Fostering Students' Interest in Reading at SDN Kubuhitu has several positive impacts on students, such as instilling the habit of reading books and increasing interest in reading. This is important considering that Indonesia is currently a country with low interest in reading. The positive impact can be seen from students who often visit the reading corner and feel happy while reading and students' talents develop. This is supported by the principal's statement that many students' talents are discovered through the development of a reading culture in schools. The results of the analysis using the Classroom Reading Corner as an Alternative to Increasing Students' Reading Interest, the factor that hinders the use of the reading corner as part of the literacy culture is the lack of participation of parents and the local community in supporting literacy programs. In addition, government support in the provision of facilities and infrastructure, such as reading books, is also still lacking.

This research has theoretical and practical implications in the development of literacy in elementary schools, especially by involving students as agents of change through the reading corner program. Theoretically, this study enriches the literature on collaborative approaches between higher education institutions and primary schools, while practically, the results can be the basis for policymakers to develop sustainable community-based literacy programs, especially in remote areas. However, this study has limitations, such as limited coverage to one school, short program duration, and variations in student skills in teaching, so the results cannot be fully generalized. Further research is recommended to include more schools, longer periods, and a more structured approach to increase its validity and impact.

#### 4. CONCLUSION

The role of campus students in teaching in an effort to foster interest in reading has succeeded in providing positive results for students' literacy development. Students who play a role in observation and mentoring encounter several challenges, such as a lack of learning facilities, monotonous teaching methods, and limited use of reading books at school. However, through program innovations such as reading corners, students' interest in reading has increased significantly. Students' visits to the reading corner are becoming more frequent, and the literacy activities carried out are able to provide a pleasant reading experience. The reading corner has proven to be effective in fostering students' interest in reading at SDN Kubuhitu. Teaching Campus students have also succeeded in creating a more interesting and interactive learning environment by providing reading corners, literacy sessions, and direct assistance to students. Apart from that, this program also contributes to the development of students' numeracy skills by utilizing interactive learning media. The active role of students in mentoring and developing literacy programs has succeeded in creating consistent reading habits and broadening students' horizons. Even though this program has provided positive results, there are still obstacles that need to be overcome. It is recommended that schools and campus teaching programs continue to work together due to the low participation of parents and the community in supporting literacy programs, as well as the lack of government support in providing facilities and infrastructure, especially reading book. These obstacles must be taken into consideration for the literacy program at Kubuhitu Elementary School so that efforts to foster students' interest in reading can be more optimal in the future. It can be concluded that maximizing the use of the reading corner is by getting students used to reading for 15 minutes before learning begins.

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